

**Dachariga Foundation Partnership for Education: Promoting Transparency and  
Accountability in Education  
(PTAE)**

*Access to education is a fundamental human right*



**Implemented By:**

Centre for Rural Improvement Services (CRIS)

*Promoting Transparency and Accountability in Education in Northern Ghana (PTAE)*. is an 18-month project (August, 2016 – January, 2018) being implemented by the Centre for Rural Improvement Services (CRIS) and three other partners including the Partners in Participatory Development and Development PAPADEV and Tuna Women Development (TWD) The project is being implemented in twenty-five (50) selected communities and two hundred (50) basic schools in the three (3) regions of the North –Upper West, Upper East and Northern Regions with funding from the Dachariga Foundation.

PTAE seeks to promote transparency and accountability in the use of education resources among education service managers by assessing the performance and achievements of the Ghana Partnership Education Grant (GPEG) whilst auditing other on-going education inputs and resources so as to provide another opportunity for children in deprived areas including the three beneficiary regions to enjoy their right to quality basic education, especially their ability to read.

Under PTAE, CRIS and the other implementing partners are seeking to provide a reliable source of ongoing information to local Civil Society Organisations (CSOs) structures and parents, represent CSOs and increase the practical abilities of local CSOs and parents' voice in educational inputs in Northern Ghana.

### **Project Goal**

The goal of PTAE is to promote transparency and accountability in education by broadly addressing the heightened concerns among education stakeholders (including development partners) regarding effective governance and efficient management of education resources, in the wake of relatively high level leakages and mismanagement of educational inputs such as the GPEG, Capitation Grant, Textbooks, Teachers, Furniture, ICT tools and teachers' time use.

### **Objectives**

1. To increase the awareness and involvement of 20 local civil society members and 750 parents from 50 communities in the management of education resources in Northern Ghana.
2. To promote accountability and responsiveness of 50 communities in Ghana Education Service (GES) managers in education resources management.
3. To promote adherence to effective mechanisms for channeling education resources from central government to decentralized offices in Northern Ghana.

### **Expected Results**

1. 20 CSO members are interested and are proactively engaging in dialogues with communities, GES and government on accountable education resources management.
2. Improved transparent and accountable management of education resources resulting in improved teaching and learning outcomes in 8 project districts and 50 school communities in Northern Ghana.

3. 25% of project districts and 35% of project schools adopt pragmatic measures to address bottlenecks of education resources.
4. Increased adherence to more efficient utilization and management of education resources in at least 10 project districts and 50 project school levels.

### Implementing Partners

- Centre for Rural Improvement Services (CRIS)- Lead Organisation
- Partners in Participatory Development (PAPADEV)
- Tuna Women Development Centre (TWDC)

### Strategies towards success

1. **Consensus building with diverse actors in education:** Forums geared towards building consensus and developing a shared agenda of actors will be organised. These fora are to be organized in each of the 3 beneficiary regions– Upper West Region, Upper East Region and Northern Region, so as to cater for regional concerns of key actors. The aim is to present the key plans of PTAE, clarify roles and seek the cooperation and commitment of actors to the process. The three fora will involve 181 key stakeholders that will be participating in the implementation of the project:

The breakdown is presented in the table below:

Region	District	GES (Regional)	GES (District)	District Assemblies	Heads & SMCs	NGO Reps	Total
NR	5	2	3	5	10	10	35
UWR	3	2	5	3	10	5	28
UER	3	2	5	3	10	5	28
<b>Total</b>	<b>11</b>	<b>6</b>	<b>13</b>	<b>11</b>	<b>30</b>	<b>20</b>	<b>91</b>

2. **Providing clarity on where issues are through impact assessment:** CRIS and its implementing partners including will conduct an impact assessment of GPEG relating to adherence to the GPEG project implementation, benefit to the education system and sustainability of gains.
3. **Monitoring (tracking) of educational inputs:** There will be extensive monitoring of capitation grant, textbooks, teacher availability and other education resource arrangements especially from the regional through to the school level. The tracking will also consider education resources allocation versus actual releases to project schools, transfer of resources from national level to the final beneficiary at the school level as well as utilization and management of resources at the district and school level among others.
4. **Mass mobilization and active citizens' action on education resource management:** There will be an exercise to mobilize CSOs within and outside the education sector to advocate on GPEG, capitation grant, textbooks availability and teacher availability among others. The Lead Agencies

and CRIS based and stakeholders will play a key role in mobilizing the critical mass at the community and district levels and getting them to understand the objectives, issues around education resources, their expected roles, among others. This will be achieved through community awareness and sensitization sessions and adopting participatory methods such as School Report Cards.

5. **Increasing local CSOs abilities to engage:** Through formal capacity building workshops and provision of adequate information, skills of district and community based CSOs' members on education resource tracking and basic advocacy would be improved. They include District Education for All Teams (DEFATs), Parent Teacher Associations (PTAs) and representatives of communities. The specific methods to bring about change in abilities will include formal structured training workshops, radio awareness and small group sharing and follow up mentoring sessions.
6. **Providing evidence on the transfer and availability of education resources and their use:** DEFAT members in the 13 PTAE districts across the three regions will be trained in education resource tracking and monitoring. The purpose of this training is to equip them with skills to gather data on education resources at both the district and school levels. Issues to track (gather data on) will include: components of education resources from national to the PTAE districts and schools e.g. total enrolments versus amount of education resources, a retrospective analysis of education resources over the last 3 years, timeliness of education resource releases, utilization and management of education resource at both the district directorate and school level, benefits, challenges, lessons and among others.
7. **Packaging and documenting the evidence:** The data that will be gathered from the 50 PTAE schools will be analyzed and packaged for wider dissemination at various levels; community feedback sessions will be organized to share the findings with various authorities (headteachers, School Management Committees, etc.). Recommendations from this process will serve as inputs to effectively ensure the proper management of education resources at the school level.
8. **Interface dialogue to lobby and bring change:** District interface sessions will also be organized for the district level stakeholders (GES directorates, District Assemblies, etc). The lead implementer of PTAE, CRIS, will serve on the Project Steering Committee of GPEG and this gives CRIS the leverage to contribute to decisions regarding GPEG and similar grants.
9. **Documentation/publicity:** There will be a conduct of mass publication of field findings using conventional media and social media: The print and electronic media will be widely used in this project. Besides the schools and districts which will be directly in touch with the project, CRIS will use the local FM/radio stations for discussions. The content will seek to create awareness about PTAE, emerging issues, best practices, lessons, and among others. The listening public will also be given the opportunity to call in and contribute or equally share their views on PTAE. Emerging issues from the project will also be published in the dailies once every quarter.

**Project Regions and Districts.**

<b>Upper West Region</b>	Tumu, Lambushie, Jirapa district,
<b>Upper East Region</b>	.Nabdram district, .Bawku West district, .Kasina Nankana West district

## Northern Region (Districts, Circuits and Schools)

<p><b>WEST MAPRUSI DISTRICT</b></p> <p><b>Guabuliga Circuit</b></p> <ul style="list-style-type: none"> <li>• Guabuliga St. Michael R/C Primary</li> <li>• Manga D/A Primary School</li> <li>• Kurugu D/A Primary</li> <li>• Kparipiri D/A Primary School</li> </ul> <p><b>Kparigu Circuit</b></p> <ul style="list-style-type: none"> <li>• Kparigu D/A Primary</li> <li>• Goakudow D/A Primary</li> <li>• Boamasa D/A Primary</li> <li>• Shelinvoya D/A Primary</li> </ul>	<p><b>MAMPRUGU MOADURI</b></p> <p><b>Yagaba Circuit</b></p> <ul style="list-style-type: none"> <li>• Yagaba R/C JHS</li> <li>• Loagiri No. 1 R/C Primary</li> <li>• Sakpaba D/A Primary</li> <li>• Prima D/A Primary</li> </ul> <p><b>Kubori Circuit</b></p> <ul style="list-style-type: none"> <li>• Kubori D/A Primary B</li> <li>• Zanwara D/A Primary</li> <li>• Yirangu D/A Primary</li> <li>• Kubugu D/A Primary</li> </ul>
<p><b>TAMALE METRO</b></p> <p><b>Hospital road circuit</b></p> <ul style="list-style-type: none"> <li>• Bethany M/A Primary</li> <li>• Tamale SDA Primary</li> <li>• Kukuo Zion AME Zion Primary</li> <li>• AbubakariSadique JHS</li> </ul> <p><b>Lamashegu Circuit</b></p> <ul style="list-style-type: none"> <li>• Central Zaria TI Ahmadiya JHS</li> <li>• Nakpanzoo Methodist Primary</li> <li>• ChasheguPresby Primary</li> <li>• Lamashegu Experimental Primary A</li> </ul>	<p><b>SAGNARIGU DISTRICT</b></p> <p><b>Sagnarigu Circuit</b></p> <ul style="list-style-type: none"> <li>• Hattoub Islamic School</li> <li>• Sheshegu Zion</li> <li>• Hillaliya Islamic Primary</li> <li>• Shemeya Primary</li> </ul> <p><b>Kumbungu Road Circuit</b></p> <ul style="list-style-type: none"> <li>• ChoguYapalsi Primary</li> <li>• St. James Primary</li> <li>• 31<sup>st</sup> November JHS</li> <li>• Gurugu JHS</li> </ul>
<p><b>YENDI DISTRICT</b></p> <p><b>Yendi East Circuit</b></p> <ul style="list-style-type: none"> <li>• Yendi M/A Primary</li> <li>• Sualihiya Islamic Primary and JHS</li> <li>• Rhema Primary and JHS</li> <li>• Naa Yakubu JHS</li> </ul> <p><b>Ngani Circuit</b></p> <ul style="list-style-type: none"> <li>• Nassah EP Primary</li> <li>• Ngani Primary and JHS</li> <li>• Good Shepherd Primary</li> <li>• Kpaligibuni R/C Primary</li> </ul>	<p><b>GUSHIEGU DISTRICT</b></p> <p><b>Kpatinga West</b></p> <ul style="list-style-type: none"> <li>• Kpatinga E/A JHS</li> <li>• Maazinjung Primary</li> <li>• Kpisinga Primary</li> <li>• Kpatinga E/A Primary</li> </ul> <p><b>Nawuhugu Circuit</b></p> <ul style="list-style-type: none"> <li>• Nawuhugu D/A Primary</li> <li>• Dikpung Primary</li> <li>• Gingana D/A Primary</li> <li>• Katinbugli D/A primary</li> </ul>
<p><b>WEST GONJA</b></p> <p><b>Busunu Circuit</b></p> <ul style="list-style-type: none"> <li>• BusunuJhs</li> <li>• St. Peters Primary</li> <li>• Tailorpe Primary</li> <li>• Achubunyor Primary / JHS</li> </ul> <p><b>Mole Circuit</b></p> <ul style="list-style-type: none"> <li>• YipalaJhs</li> <li>• Nabore Primary</li> <li>• Laribanga JHS</li> <li>• Mognori Primary School</li> </ul>	<p><b>BOLE DISTRICT -</b></p> <p><b>Bole South Circuit</b></p> <ul style="list-style-type: none"> <li>• Kurabaso D/A Jhs</li> <li>• Seripe Primary/Jhs</li> <li>• GbenfuJhs/Primary</li> <li>• Dakuripe Primary</li> </ul> <p><b>Bole West Circuit</b></p> <ul style="list-style-type: none"> <li>• Bole E/A Primary</li> <li>• Bole D/A Primary</li> <li>• Bale JHS</li> <li>• St. Kizito R/C Primary 'A'</li> </ul>

### Profile Of CRIS

The Centre for Rural Improvement Services (CRIS) is a non-governmental, a nonpolitical and non-profit organization formed in 1998 in Damongo, West Gonja District, Ghana. CRIS was established in order to improve the living standards of poor, marginalized and disadvantaged segments of society living in West Gonja, one of the Ghana's most poverty stricken of districts.

In its early years, CRIS helped regional communities secure potable water sources and trained local women in water administration and management. CRIS also provided households with inside latrines and led community sanitation and trash clean-up campaigns. In addition, CRIS assisted in the formation of women farming groups and the formation women-led savings and loan associations.

In May 2003, CRIS was officially incorporated as a non-profit organization registered under the companies Act , (Act 179) certificate no: CG076022017 by the Registrar General's Department of Ghana. Since then, it has continued to provide critical services to impoverished communities across Ghana's Northern Region. Presently, CRIS's services fall into four thematic areas: health, education, democratic governance and human rights, and sustainable livelihoods.

### **Our Approach**

CRIS uses a multi-faceted approach to development with the understanding that no project, campaign, community or individual is the same. These strategies include education and sensitisation, capacity building and training workshops, advocacy and behavioural change communication, as well as direct service delivery through volunteerism as the key driver of sustainable and lasting change in the communities of Northern Ghana.

The vision and mission of CRIS are supported through the following objectives:

- To advocate for access and enhanced quality education for all children especially girls in Northern Ghana;
- To contribute to improved health of women and children in the society;
- To sensitise the public on the dangers associated with HIV/AIDS and other Sexually Transmitted Diseases (STDs);
- To contribute to improved socio-economic status of women through income generation activities.
  - Community building
  - Governance and Human Rights
  - Agriculture and food security
  - Water Sanitation and Hygiene
  - Environmental protection. etc.

### **Role of CRIS in the PTAE Project**

With the support of the District Education For All Teams (DEFATs) and other NNED registered members, CRIS will:

- Lead in the implementation of the project activities in the Northern Region towards fulfilling the objectives and project outputs as defined in the final project proposal submitted to the Dachariga Foundation..
- Facilitate government –citizen engagement to generate greater accountability and transparency in the management and utilisation of education resources.
- Together with CRIS, periodically undertake monitoring and evaluation of the project activities.
- Record and document its experiences with the project to share with others with similar aims and objectives locally and globally.

### **CONTACT ADDRESS**

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